

“No Child Left Behind Act of 2001”

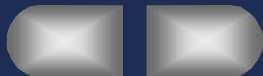
H.R. 1

Public Law 107-110

January 8, 2002

*An Amendment of the Elementary and
Secondary Education Act*

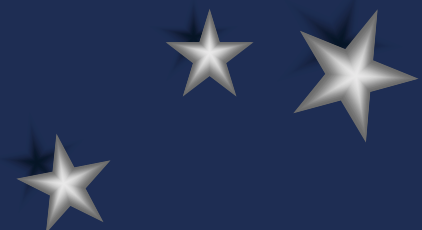
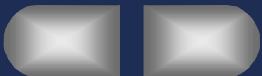
***“As of this hour, America’s schools will be
on a path of reform, and a new path of
results.”*** {President Bush, January 8, 2002}



Principles

“No Child Left Behind”

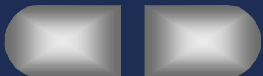
- ***Accountability***
- ***Flexibility***
- ***Science Based***
- ***Parental Choice***



Principles

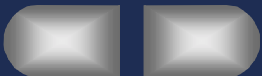
**“The fundamental principle of this bill is that Every child can learn, we expect every child to learn, and you must show us whether or not every child is learning.”
{President Bush, January 8, 2002}**

“Now we must turn our principles into progress, and progress into excellence, and excellence into the lives of hope and achievement” {President Bush, January 10, 2002}



Purpose of NCLB

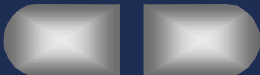
“...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging ...academic achievement standards and academic assessments...”



NCLB Programs

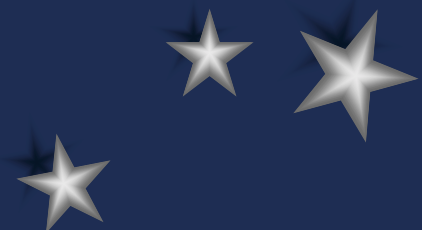
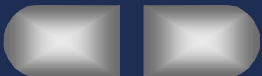
- **Title I** - Basic, Concentration, Targeted, Evenstart, Neglected & Delinquent, Comprehensive School Reform, State Competitive Grants for Reading First
- **Title II** - Teacher Quality, Ed Technology
- **Title III** - English Language Learners
- **Title IV** - Safe & Drug Free Schools, Community Services for Suspended & Expelled, **21st Century Community Learning Centers**
- **Title V** - Innovative Programs
- **Title VI** - State Assessments, Rural & Low-Income Schools

Iowa Total = \$114,351,475 (some \$\$ competitive some formula)



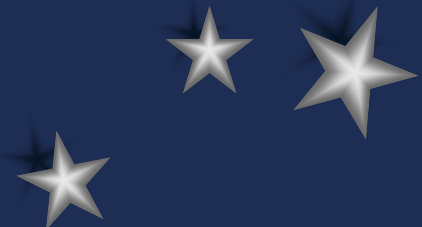
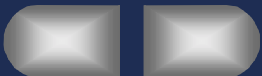
NCLB Goals & Indicators

Schools, districts, and the state must begin to provide data for goals and indicators for the 2002-2003 school year.



NCLB Goals

- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

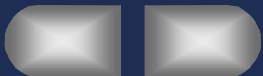


State Academic Achievement Indicators Approved for Use as Indicators for NCLB

(1)The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher **reading** status ...

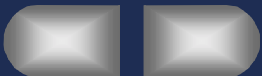
(2)The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher **mathematics** status ...

(3)The percentage of all eighth and eleventh grade students achieving proficient or higher **science** status using at least three achievement levels.



NCLB Goals

**All students will graduate from
high school.**

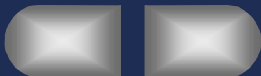


NCLB Indicators...

- **Performance indicator:** The percentage of students who graduate from high school each year with a regular diploma -- disaggregated data by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

(calculated with the same formula as that used in National Center for Education Statistics reports on Common Core of Data)

Performance indicator: The percentage of students who drop out of school--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged *(calculated with the same formula as that used in National Center for Education Statistics reports on Common Core of Data)*



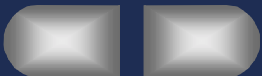
NCLB Goal

**By 2005-2006, all students
will be taught by highly
qualified teachers**



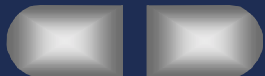
NCLB Indicator

The percentage of teachers receiving high-quality professional development. (The definition provided by the federal government provides the same expectation as the definition in the Iowa Teacher Quality bill.)



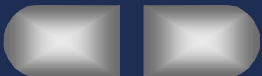
NCLB Goals

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.



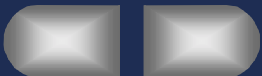
NCLB Indicator...

**The number of persistently
dangerous schools, as defined
by the state.**



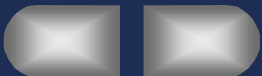
The CSIP and Performance Measures for the 21st CCLC Program

- **How do student participants in the program perform on the district's performance indicators?**
 - Achievement
 - Healthy Behaviors (e.g., substance abuse, violence, aggression)
 - Character Development (e.g., citizenship, respect, responsibility, etc.)
 - Asset Development



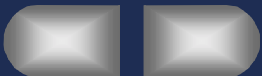
Accountability provisions in NCLB for Title I...

- **Based on standards and assessments**
- **Includes the achievement of all students**
- **Includes sanctions and rewards to hold all public schools and districts accountable for student achievement based on Adequate Yearly Progress (AYP) formula**



Challenging Academic Achievement Standards

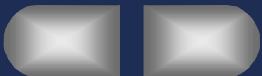
- Same expectations for *all* students
- At least three achievement levels: federal legislation defines levels as basic, proficient, advanced
 - **Iowa has established three levels for ITBS and ITED in grades 4, 8, & 11 for reading and mathematics by low, intermediate, and high achievement levels**
 - **Iowa will establish levels for additional grade levels (3, 5, 6, & 7) by 2005-2006 for ITBS**
 - **Iowa will establish levels for science in additional elementary grade by December 2006.**



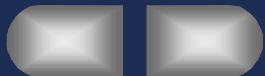
Proficiency

Federal definition = combination of students in the proficient and advanced levels

Iowa definition = combination of students in the intermediate and high levels

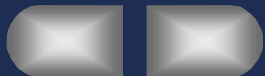


Defining AYP: The Starting Point



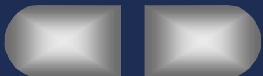
NCLB: Title I Schoolwide Programs

- **Title I eligible schools:** Not less than 35% of students must come from low income families (IA criteria: free and reduced price lunches)
- **Schoolwide Eligible Schools:** Those Title I eligible schools with 40% or more students from low income
- **Plan** for schoolwide instructional program
- List of Title I schoolwide eligible schools for 2002-2003 from Title I office at IA Dept. of Ed. Final - August 15, 2002. Based on data submitted by LEAs.



NCLB: Title I: Schools in Needs of Improvement

- Section 1116(b)(1)
- “...a local education agency shall identify for school improvement any elementary school or secondary school served under this part [Title I] that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State’s plan...”

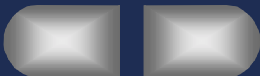


School in Need of Improvement*

Adequate Yearly Progress

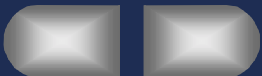
- Identified by lack of progress for two consecutive years (in the past, states established criteria - new law establishes AYP formula)
- Two years in SINA - students in Title I schools are allowed to transfer to another public school (cannot be identified as SINA) within the district

***In Iowa, this is referred to as School in Need of Assistance (SINA).**



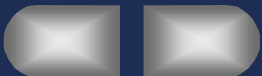
School in Need of Improvement...

- **Three years** - supplemental services must be provided - parental choice (LEA must pay for service, amount capped at 5 percent of LEA Title I Part A allocation)
- **Four years** - district must institute one or more of the following: replace staff, institute new curriculum, change management authority, appoint an expert to assist school, extend school year or day, restructure the school, etc.
- **Five years** - reopen as public charter school, replace all staff relevant to failure, provide an outside management contract, turn the operation over to the state, etc.



Highly Qualified Paraprofessionals

- Immediately applies to all programs supported by Title I Part A - within four years each individual must meet the following
 - **complete two years of study at IHL OR**
 - **obtain an associate or higher degree OR**
 - **demonstrate knowledge and ability to instruct in reading, writing, and mathematics OR**
 - **complete voluntary paraeducator certification**
- Regardless of hiring date all must have high school diploma





U.S. Department of Education Website for NCLB

<http://www.ed.gov/nclb>

Iowa Department Website for NCLB

[http://www.state.ia.us/educate/ecese/nclb
/index.html](http://www.state.ia.us/educate/ecese/nclb/index.html)





Title IV

21st Century Schools:

Part A: Safe & Drug-Free Schools & Communities

Part B: 21st Century Community Learning Centers (Sections 4201-4206)

Part C: Environmental Tobacco Smoke

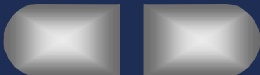


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Complementary Funding Opportunities

Title IVA: Safe and Drug-Free Schools and Communities

- ☆ Formula Grants
- ☆ Drug and Violence Prevention Grants - IDPH
(http://www.idph.state.ia.us/pa/notice/Drug_violenceRFP)
- ☆ National Coordinator Program
- ☆ Grants to Reduce Alcohol Abuse
- ☆ Mentoring Programs
- ☆ Safe Schools, Healthy Students

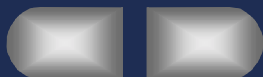


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Complementary Funding Opportunities

Title V—Promoting Informed Parental Choice and Innovative Programs

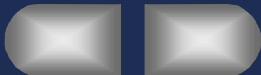
- Elementary and Secondary School Counseling Programs [5421]
- Partnership in Character Education [5431]



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Complementary Funding Opportunities

- ☆ Physical Education Program [5501]
- ☆ Grants to Improve the Integration of Schools and Mental Health Systems [5541]
- ☆ Domestic Violence [5571]
- ☆ Healthy High Performance Schools [5581]



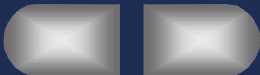
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Complementary Funding Opportunities

Title VI—Flexibility and Accountability

Rural Education Initiatives

- ☆ Alternative Uses of Funds Authority
- ☆ Small, Rural School Grant Program
- ☆ Rural and Low Income School Program

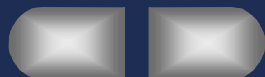


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Complementary Funding Opportunities

**Title II—Preparing Training and Recruiting
High Quality Teachers and Principals**

☆ Civic Education [2341]



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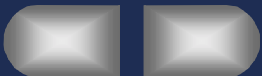
Related Provisions

Title IX—General Provisions

Scientifically Based Research [9101]

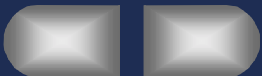
“The term ‘scientifically based research’ means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that

[1] employs systematic, empirical methods that draw on observations or experiment;



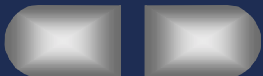
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- [2] involves rigorous data analyses that are adequate to the stated hypotheses and justify the general conclusions drawn**
- [3] relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;**
- [4] is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and appropriate**



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controls to evaluate the effects of the condition of interest, with a preference for random assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; [5] ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and [6] has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

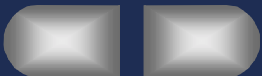


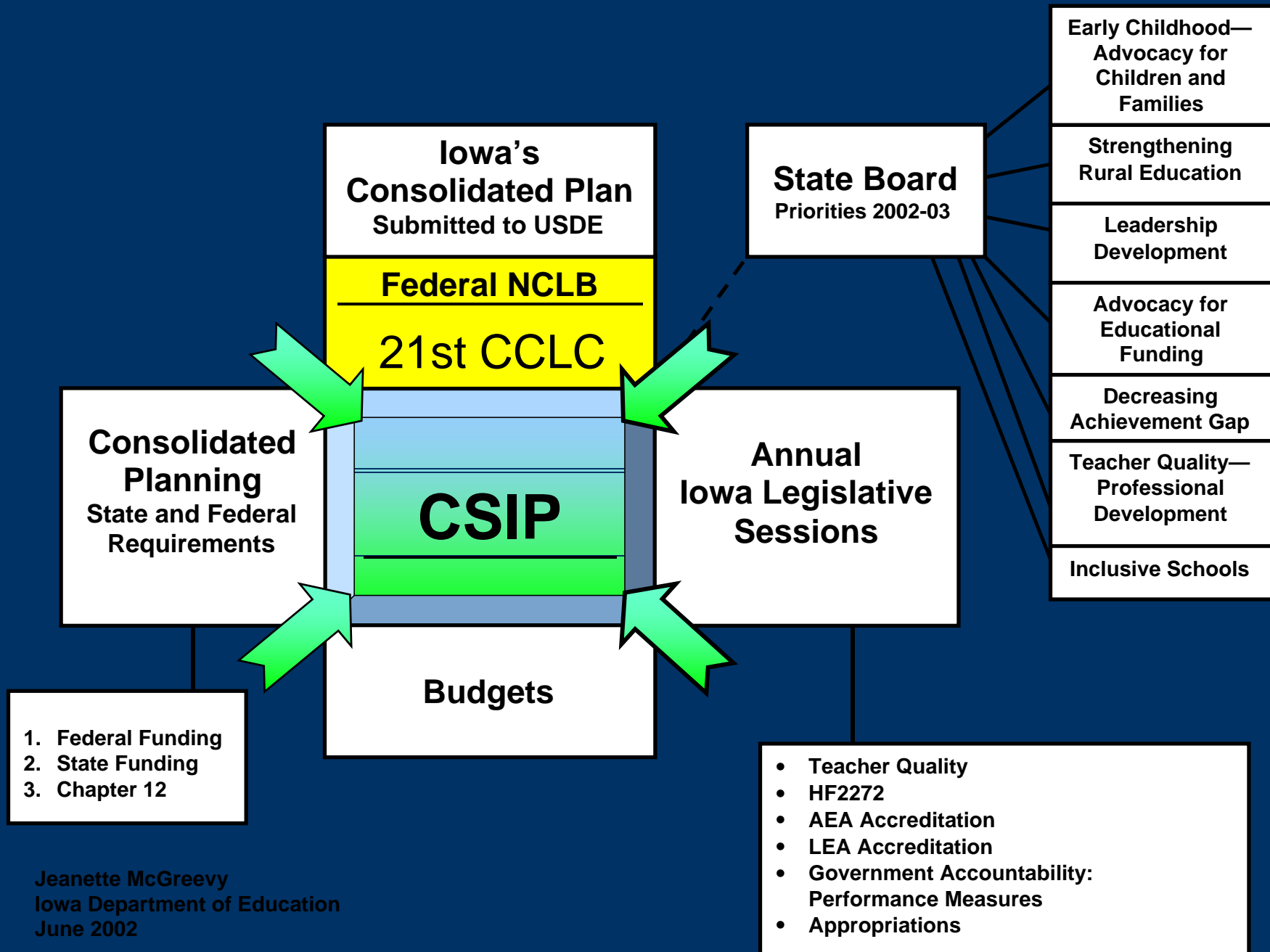
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Related Provisions

Part F—General Provisions Act

- ☆ Student Privacy, Parental Access to Information [PPRA] [Sec 445{b} of General Education Provisions Act]





Alignment of the 21st CCLC Program with the CSIP: Connections

- **District Student Learning Goals/Essential Learnings**
- **Long Range Goals**
- **Action Plans**
 - Action Steps - Afterschool programming
 - Resources - 21st CCLC

